

Creating an Equitable Environment in Indiana Schools

“How We Do Business”

Barrier #1: Lack of rigor in curriculum for ALL students.

	Guiding questions:
<p>Goal 1: ALL students _____ school, regardless of race, gender, ethnic background or socio-economic status, will have access to a rigorous curriculum and have support systems in place to ensure success in a rigorous curriculum.</p> <p>Do <u>ALL</u> students in your school; regardless of race, gender, ethnic background or socio-economic status have access to a rigorous curriculum and have support systems in place to ensure success in a rigorous curriculum?</p>	<ul style="list-style-type: none">• What processes and practices should be in place to ensure access to a rigorous curriculum for all students?• What programs should be in place to support and sustain a rigorous curriculum and how should they be implemented?• Who should be (people) responsible for ensuring implementation?• What policies should districts have in place to support and sustain these efforts?• How does the physical environments (place) in which students are educated help toward this goal? <p>Evidenced by:</p>

Barrier #2: Lack of accountability and incentives to increase student achievement.

<p>Goal 2: Accountability structures will be put in place to ensure that school staffs are held accountable for closing achievement gaps and making adequate yearly progress.</p> <p>What accountability structures have been put in place to ensure that school staffs are held accountable for closing achievement gaps and making adequate yearly progress?</p>	<p>Guiding questions:</p> <ul style="list-style-type: none"> • What processes and practices should be are in place to ensure that school staff are held accountable for closing achievement gaps and making adequate yearly progress? • What programs should be in place to support and sustain accountability and how are they implemented? • Who are the people responsible for ensuring accountability? • What policies should be in place to support and sustain these accountability efforts? • How does the physical environment (place) in which students is educated help toward this goal? <p>Evidence by:</p>
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Barrier #3: Students in categorized sub-population groups are stereotyped as low achievers.

	Guiding questions:
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<p>Goal 3: Students of color, high poverty and students with disabilities are recognized as high achieving learners.</p> <p>Are students in sub-population groups perceived as high achieving learners in your school?</p>	<ul style="list-style-type: none"> • What processes and practices should be in place to ensure sub-population groups in your school are viewed as high achieving students? • What programs should be in place to recognize students in the achievement gap as high achieving learners? • Who are the people responsible for recognizing these students as high achieving learners? • What policies should be in place to sustain recognition of these students as high achieving learners? • How does the physical environment (place) in which students is educated help toward this goal? <p>Evidence by:</p>
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Barrier #4: Educational stakeholders fail to dialogue and address issues of race, gender and socio-economic status in the context of student achievement.

	Guiding questions:
Goal 4: My school staff will create opportunities for dialogue and activities to address issues of race, gender and socio-economic status	

<p>in the context of student achievement.</p> <p>Do educational stakeholders create opportunities for dialogue and activities to address race, gender and socio-economic status in the context of student achievement?</p>	<ul style="list-style-type: none"> • What processes and practices should be in place to ensure educational stakeholders create opportunities for dialogue and activities to address race, gender, and socio-economic status in the context of student achievement? • What programs should be in place to ensure educational stakeholders create opportunities for dialogue and activities to address race, gender, and socio-economic status in the context of student achievement? • Who are the people responsible for ensuring that educational stakeholders create opportunities for dialogue and activities to address race, gender, and socio-economic status in the context of student achievement? • What policies should be in place that support and sustain opportunities for dialogue and activities to address race, gender, and socio-economic status in the context of student achievement? • How does the physical environment (place) in which students is educated help toward this goal? <p>Evidence by:</p>
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Barrier #5: Lack of respect for cultural and socioeconomic differences.

	Guiding questions:
<p>Goal 5: My school will develop an organizational culture that results in respect of cultural and socio-economic differences.</p>	<ul style="list-style-type: none"> • What processes and practices should be in place to ensure the school's culture results in respect and value of cultural and socio-economic differences?

<p>How has your district/school develop an organizational culture that results in respect of cultural and socio-economic differences?</p>	<ul style="list-style-type: none"> • What programs should be in place ensure the school's culture results in respect of cultural and socio-economic differences? • Who are the people responsible for ensuring that there is an on-going focus on school culture, cultural differences and socio-economic differences? • What policies should be in place to ensure the school culture, academic and non-academic factors result in respect of cultural and socio-economic differences? • How does the physical environment (place) demonstrate respect of cultural and socio-economic differences? <p>Evidence by:</p>
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Barrier #6: Lack of high expectations for ALL students.

<p>Goal 6: All stakeholders (teachers, counselors, administrators and parents) will demonstrate high expectations for each and every student?</p> <p>Do all educational stakeholders (teachers, counselors, administrators and parents)</p>	<p>Guided Questions:</p> <ul style="list-style-type: none"> • How should the beliefs of high expectations for all students be demonstrated in processes and practices in your school?
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<p>have a belief of high expectations for ALL students?</p>	<ul style="list-style-type: none"> • How should the programs support this belief(s)? • Who are the people responsible for ensuring high expectations are maintained for ALL students? • What policies should be in place to ensure high expectations for ALL students? • How does the physical environment (place) demonstrate high expectations for ALL students? <p>Evidence by:</p>
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Barrier #7: Lack of equitable and culturally responsive instructional practices in the classroom.

	Guided Questions:
<p>Goal 7: Expand the knowledge and skills of the teaching force to reach diverse students and/or diverse learners in ways to best assure high achievement for all students.</p> <p>What efforts are made to expand the teachers' knowledge and practices that include culturally relevant pedagogy, differentiated instruction, and culturally mediated instruction?</p>	<p>What processes and practices should be in place to expand the teachers' knowledge and skills that include cultural competence, culturally relevant pedagogy, differentiated, culturally mediated instruction?</p>

	<p>What academic programs should support cultural competence, culturally relevant pedagogy, differentiated instruction, culturally mediated instruction and instructional equity in your school?</p> <ul style="list-style-type: none"> • Who are the people responsible for ensuring the expansion of teachers' knowledge and skills that include cultural competence, culturally relevant pedagogy, differentiated instruction, and culturally mediated instruction? • What policies should be in place to sustain and support these efforts? How should they be implemented? • How does the physical environment (place) impact these instructional practices? <p>Evidence by:</p>
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Barrier #8: Districts/schools do not effectively use data to improve student achievement.

	Guided Questions:
<p>Goal 8: My school staff will effectively use data to improve the educational achievement for all students.</p> <p>How do teachers, administrators and staff use data effectively to improve the educational achievement for all students?</p>	<ul style="list-style-type: none"> • What processes and practices should be in place to effectively use data to improve educational achievement for ALL students?

	<ul style="list-style-type: none"> • How should data used to ensure programs meet the needs of students and support this belief? • Who are the people responsible for ensuring data are effectively used to improve the educational achievement for all students? • What policies should be in place to ensure data are effectively used to improve the educational achievement for all students? <p>Evidence by:</p>
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